

# Utah Public Education and The Utah State Board of Education: Promises to Keep— A Vision and Mission



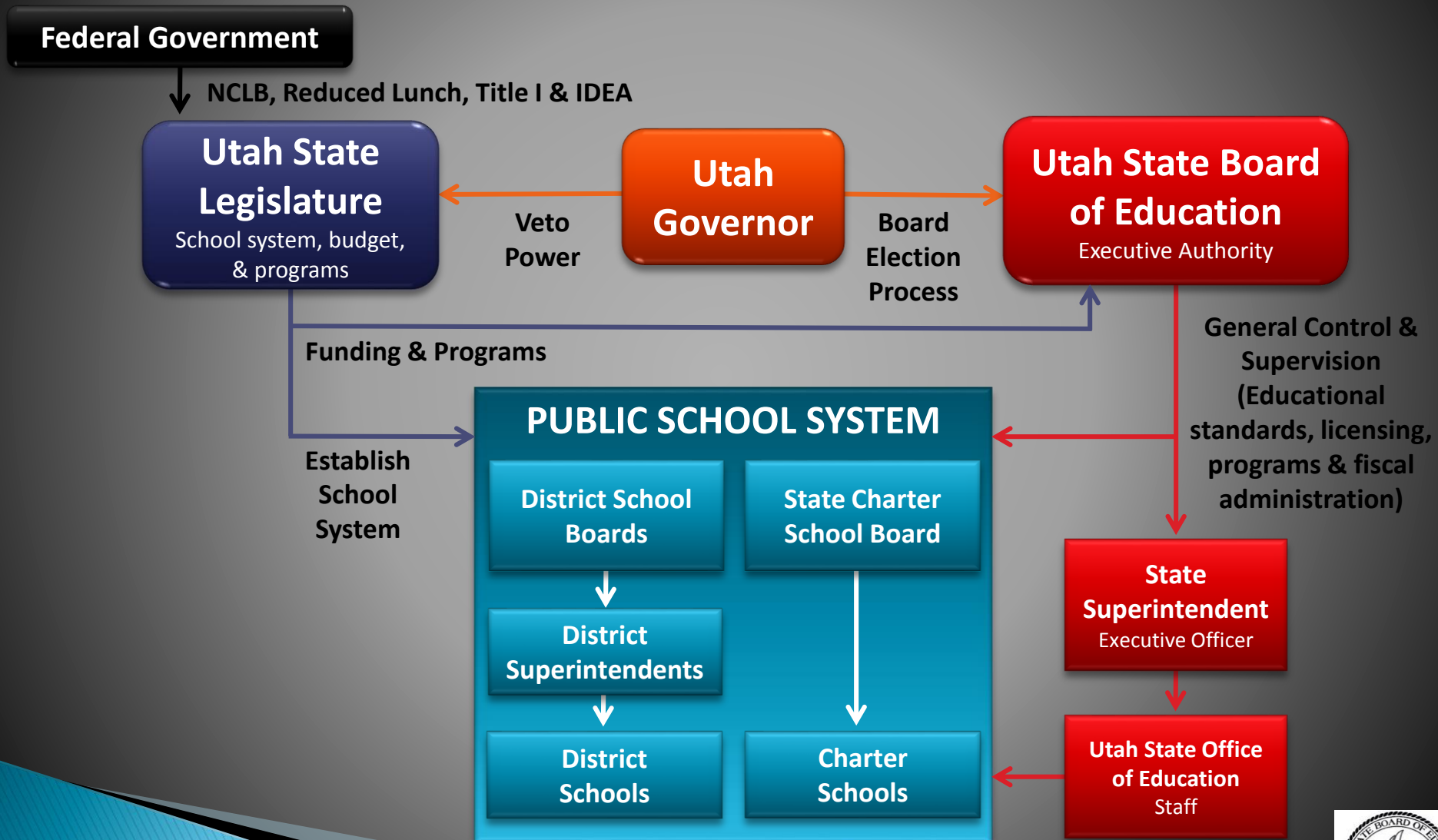
# UTAH PUBLIC EDUCATION GOVERNANCE

The **general control and supervision of public education shall be vested in a Board of Education.** The membership of the board shall be established and elected by statute. The State Board of Education shall appoint a State Superintendent of Public Instruction who shall be the executive officer of the board.

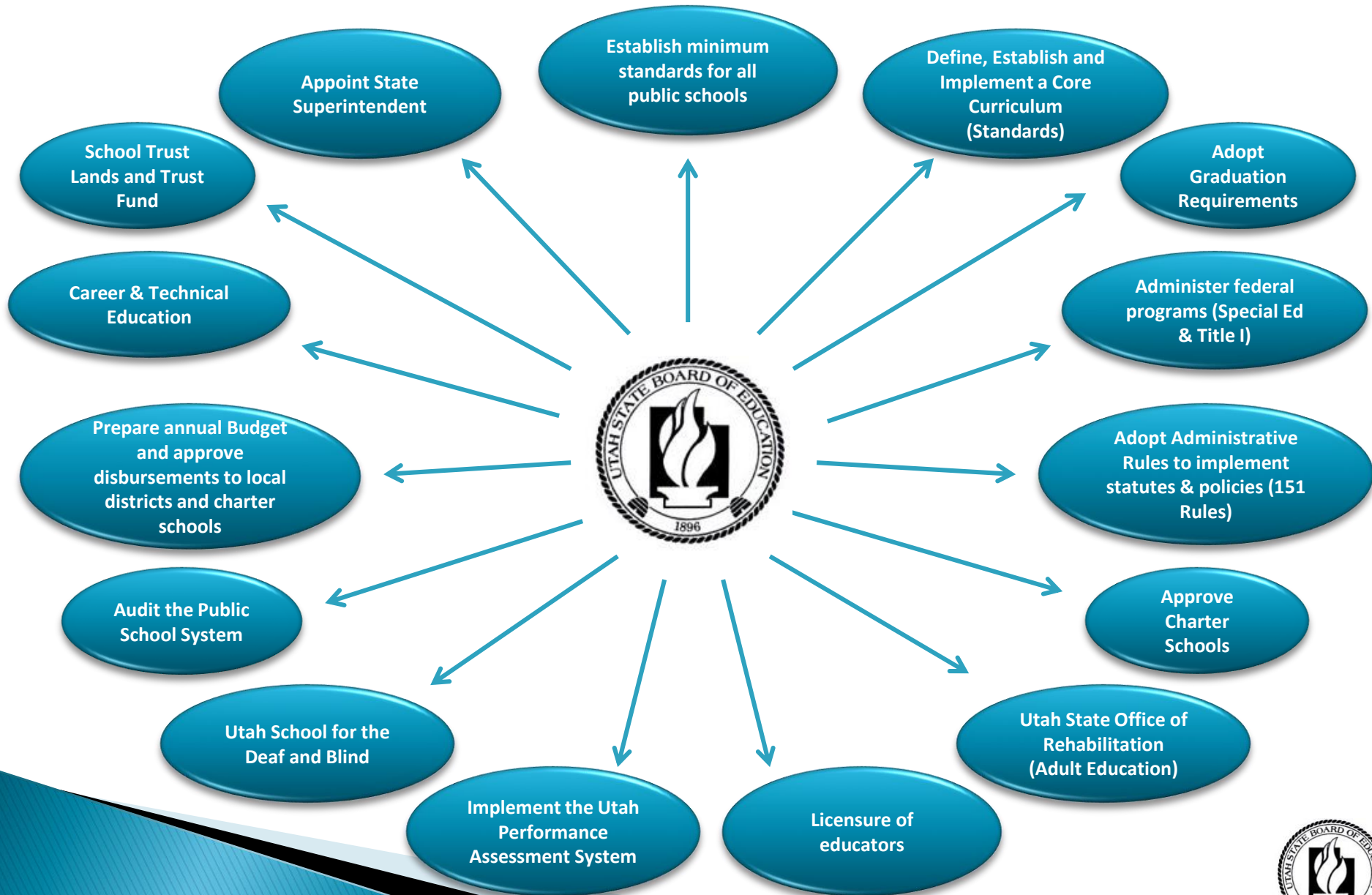
*Article X, Section 3, Utah Constitution*



# UTAH PUBLIC EDUCATION SYSTEM



# WHAT DOES THE STATE BOARD DO?





# Promises to Keep

## *The Vision and Mission of Utah Public Education*

**Promises to Keep** is a statement of vision and mission for Utah's system of public education. The statement relies on the language of the Utah Constitution for its central premise. It is intended to provide focus to the work of the State Board of Education, the Utah State Office of Education, and all school districts, local boards of education, and charter schools within the general control and supervision of the Board.

### *The Vision of Public Education*

Utah's public education system is created in the state Constitution to "secure and perpetuate" freedom.

Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:

- Citizen participation in civic and political affairs.
- Economic prosperity for the community.
- Strong moral and social values.
- Loyalty and commitment to constitutional government.

The premise of **Promises to Keep** is that there are essential, core "promises" that leaders in the public education system should be clear about with citizens of Utah; that these "promises" are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; that citizens should have high expectations regarding our success in the essential "promised" work of public education.

### *The Mission of Public Education*

Utah's public education system keeps its constitutional promise by:

- Ensuring literacy and numeracy for all Utah children.
- Providing high quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high quality instruction and accountability.

Adopted by the Utah State Board of Education  
August 7, 2009



# Foundation For

**STUDENT SUCCESS**

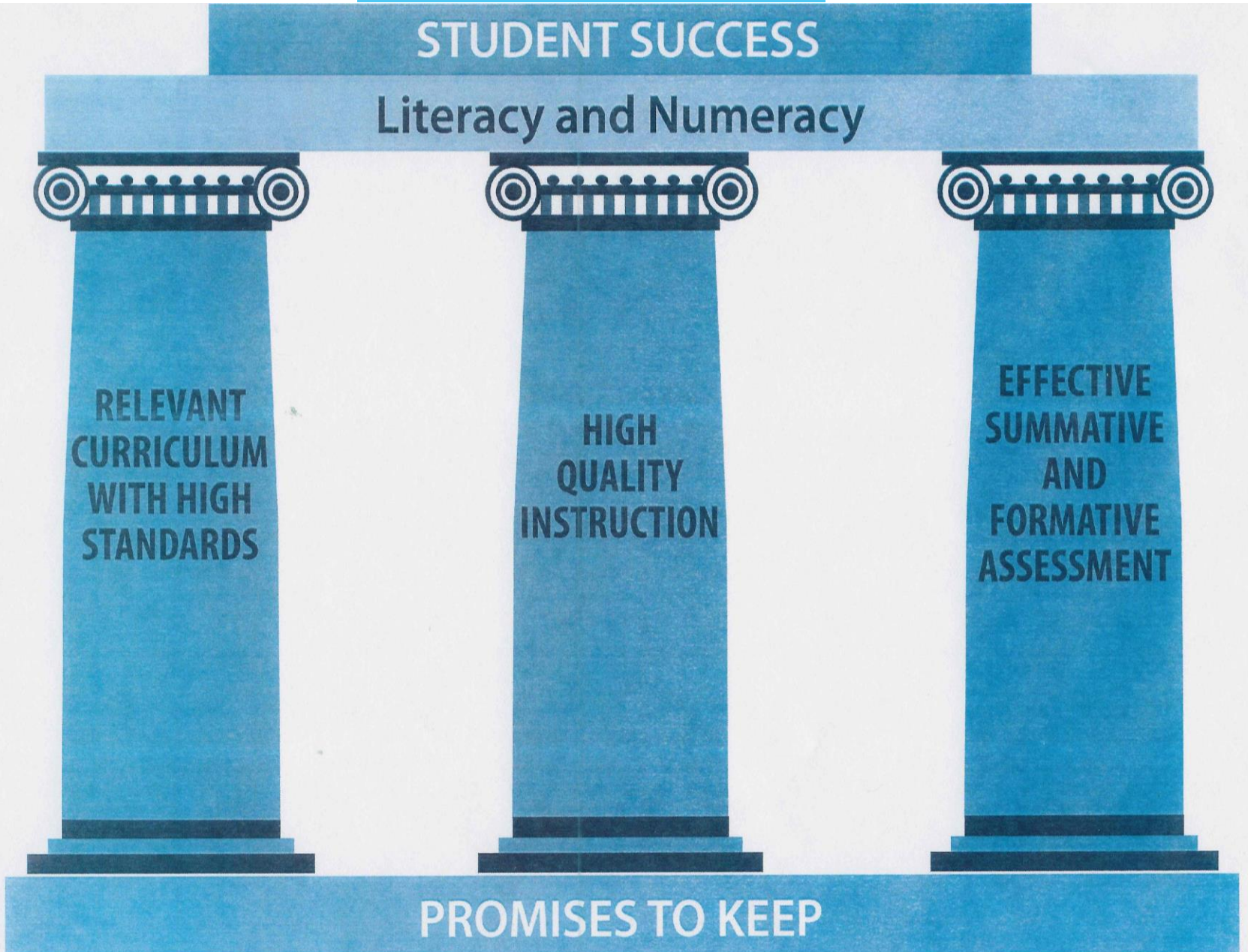
**Literacy and Numeracy**

**RELEVANT  
CURRICULUM  
WITH HIGH  
STANDARDS**

**HIGH  
QUALITY  
INSTRUCTION**

**EFFECTIVE  
SUMMATIVE  
AND  
FORMATIVE  
ASSESSMENT**

**PROMISES TO KEEP**





### **53A-1a-103. Public education's vision and mission.**

(1) The Legislature envisions an educated citizenry that encompasses the following foundational principles:

- (a) citizen participation in civic and political affairs;
- (b) economic prosperity for the state by graduating students who are college and career ready;
- (c) strong moral and social values; and
- (d) loyalty and commitment to constitutional government.

(2) The Legislature recognizes that public education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society by providing students with:

- (a) learning and occupational skills;
- (b) character development;
- (c) literacy and numeracy;
- (d) high quality instruction;
- (e) curriculum with high standards and relevance; and
- (f) effective assessment to inform high quality instruction and accountability.

(3) The Legislature:

(a) recognizes that parents or guardians are a child's first teachers and are responsible for the education of their children;

(b) encourages family engagement and adequate preparation so that students enter the public education system ready to learn; and

(c) intends that the mission detailed in Subsection (2) be carried out through a responsive educational system that guarantees local school communities autonomy, flexibility, and client choice, while holding them accountable for results.

# Governor's Education Excellence Commission

66% by 2020



## Public Education Benchmarks:

- 90% Reading & Math Proficiency  
3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup> Grades
- 90% Students Taking ACT
- 90% Graduation Rate  
College & Career Ready



# Things we know:

- ▶ The jobs our children must prepare for have not been thought of yet.
- ▶ Knowledge and information (facts) are now just a mouse click away.
- ▶ Students will need skills and competencies.
- ▶ Students have disparate needs and learning styles.



# Things we believe:

- ▶ Teaching and learning must become student centric.
- ▶ Technology must play a key role in instruction, communication, school structure.
- ▶ Silos of learning need to be dissolved – break down barriers between home and school/real world and educational world.
- ▶ Strong, vibrant local control will best meet the needs of our divergent population.



# Challenges We face:

- ▶ Our homogeneous population is a thing of the past.
  - We have 117 languages in Utah schools.
  - Minority populations are increasing rapidly.
- ▶ We have more children per capita than any other state.
  - Funding will always be a challenge.
  - We must be creative and innovative.



# Long Term Strategic Plan

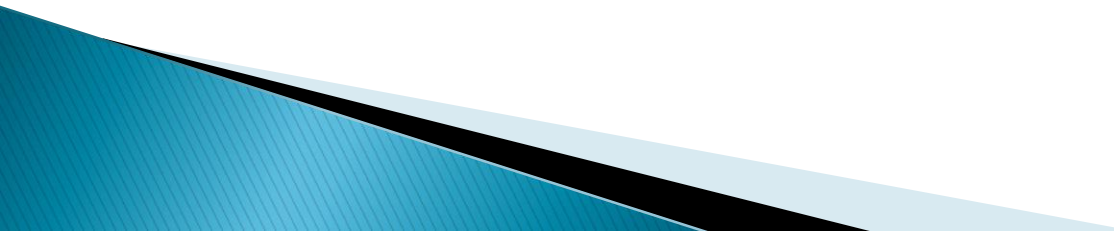
|  | Definition  | Establish measurement of progress  | Intermediate Goals   | Key Activities  |
|--|---|--|--|---|
| <b>Ensuring literacy and numeracy for all Utah children</b>                            | Literacy and numeracy are the foundations of learning. Mastery of these two subjects is necessary to assure students will achieve proficiency not only in reading and math, but in other important core content areas eventually leading to college and career readiness at graduation.   | Progress should be measured by growth and status scores. An accurate assessment for these measures will be in place by spring 2015.  | By 2020, 90% of students will be proficient in reading and math in the third, sixth and eighth grades.   | <ol style="list-style-type: none"> <li>1) Ensure Optional Extended Day Kindergarten for at-risk students.</li> <li>2) Support and revitalize the K-3 reading initiative.</li> <li>3) Work to extend support of reading and math by adding specialists and/or professional development for K-8.</li> <li>4) Ensure reading and math instruction in the content areas at all grade levels.</li> <li>5) Advocate and support increased early intervention programs for high need pre-K children.</li> <li>6) Continue to focus on disaggregated data to ensure progress of all children.</li> <li>7) Advocate and support funding and resources for literacy and numeracy.</li> </ol>  |
| <b>Providing high quality instruction for all Utah Children</b>                        | High quality instruction occurs in a safe and caring environment with the following observable elements. The instruction: <ol style="list-style-type: none"> <li>1) Engages students in effective curriculum-based learning activities.</li> <li>2) Focuses on what students need to know and be able to do as defined by the core curriculum, district, and school goals.</li> <li>3) Is explicit, with clear learning goals; teachers and students understand and can articulate the expected outcomes.</li> <li>4) Assesses/measures student progress toward the learning goals regularly and frequently, in a consistent, agreed upon manner.</li> <li>5) Is adapted to student needs, based on assessment results and individual differences.</li> </ol> | Progress in high quality instruction can only be measured as we create and implement tools for that measurement – so the first step must be the creation of those tools.   | We will complete the work of the new evaluation system which will give us the tools for quantifiable data in regards to High Quality Instruction.  | <ol style="list-style-type: none"> <li>1. Improve teacher evaluation systems by creating statewide common standards of instructional quality and by developing tools to facilitate formative and summative measurement of instructional quality.</li> <li>a) Help improve school-wide instructional practice through regular observation of instruction in classrooms.</li> <li>b) Create tools and practices to quantify instructional quality.</li> <li>c) Require parental input as a part of evaluation systems.</li> <li>d) Use student growth evaluation systems at the classroom, school and district levels.</li> <li>2. Establish a new statewide continuum of support for developing and practicing teachers and principals to assist in maintaining and enhancing quality instruction.</li> <li>3. Analyze the work of the Differentiated Compensation pilots and recommend next steps.</li> <li>4. Develop and support plans to recruit, prepare, evaluate and retain highly effective educators.</li> <li>5. Develop and support a technology roadmap which would include evaluation of infrastructure for wired and wireless systems, provision of technology support for users, and ongoing professional development for all educators in the use of technology as a tool to support high quality instruction.</li> <li>6. Share broad-based evaluations of teacher preparation programs with local districts to distinguish quality teacher preparation programs for hiring purposes.</li> <li>7. Advocate for funding for professional development programs for teachers/educators that will allow Utah state educators to be on the cutting edge of current research and training.</li> </ol>   |
| <b>Establishing curriculum with high standards and relevance for all Utah children</b> | Utah has adopted the Utah Core Standards in language arts and math. We will also continue to refine high quality standards in other content areas. In all areas we will work to create a curriculum that is relevant and that reinforces four areas of the Promises to Keep vision.   | Our progress will be measured by the steady increase of graduation rates and of the numbers of students who are college and career ready as defined by the achievement of post-secondary certification and degrees. The goal for 2020 will be 66% of Utah graduates receiving a post-secondary certification or degree.  | <ol style="list-style-type: none"> <li>1) Implement Utah Core by 2014–2015.</li> <li>2) Address the other content areas.</li> <li>3) Increase the overall graduation rates with special attention paid to sub-groups/at risk populations reaching a goal of 90% graduation by 2020.</li> </ol>   | <ol style="list-style-type: none"> <li>1) Implement as rapidly as possible the Utah Core Standards. <ol style="list-style-type: none"> <li>a) Review the areas of concern that may not be included, such as internet literacy, cursive etc.</li> <li>b) Prioritize professional development for educators (advocate for quality teaching days).</li> <li>c) Work to embed technology as a tool for improving and enhancing the delivery system of the Utah Core Standards.</li> </ol> </li> <li>d. Review core standards in all areas, but especially the newly adopted Language Arts and Mathematics in relationship to their effectiveness to each respective level of instruction and make those changes necessary to improve the Core.</li> <li>1) Increase preparation for postsecondary education. <ol style="list-style-type: none"> <li>a) Develop middle school/junior high completion standards.</li> <li>b) Explore concepts of an additional graduation gateway and the implementation of proficiency based grading with accompanying citizenship requirements and seals for academic competencies.</li> <li>c) Provide leadership and LEA support to align secondary courses and counseling to address student needs for career and post-secondary training.</li> <li>d) Through the K-16 alliance address concurrent enrollment needs to ensure college and career readiness alignment.</li> </ol> </li> <li>2) Refine other content areas. <ol style="list-style-type: none"> <li>a) Establish a timeline to address science, social studies, the arts, career and technical education, etc.</li> <li>b) Through the K-16 alliance work to back-map these curricular areas with postsecondary college and career readiness standards.</li> </ol> </li> <li>3) Advocate for K-12 comprehensive guidance and counseling programs. <ol style="list-style-type: none"> <li>a) Create Student Education Occupation Plan (SEOP) career pathway requirements for high school graduation through the establishment of core clusters.</li> <li>b) Provide leadership to support LEAs in preventing dropouts and improving graduation rates, especially for minorities and at-risk populations.</li> </ol> </li> </ol> |
| <b>Effective assessment to inform high quality instruction and accountability</b>      | High quality assessment focuses on the individual student and is adapted to their abilities. It must include growth measures in order to focus on those individual students and to focus the instruction of teachers to those students. In addition, it should include status measures in order to hold teachers and students accountable to grade-level learning targets.  | We will measure our progress by the implementation of a computer adaptive assessment system in 2015. The system will allow parent accessibility to their student's progress and inform instruction and contribute to the evaluation of educators. In addition, we will have one accountability system and a replacement of UBSTC with a college and career readiness assessment. | <ol style="list-style-type: none"> <li>1) Adopt statewide assessments, such as Plan and Explore, by 2012-13; if we can obtain funding. At the same time, work to understand the implications of statewide adoption of the ACT or another college and career readiness assessment.</li> <li>2) Statewide implementation of Computer Adaptive Assessment in Language Arts and Math by 2014-2015.</li> <li>3) Create a time line to address assessment concerns in other curricular areas.</li> </ol> | <ol style="list-style-type: none"> <li>1) Adoption of a College and Career Readiness assessment. <ol style="list-style-type: none"> <li>a) Must include early detection, i.e. Explore or Plan.</li> <li>b) Must be universal (all students).</li> <li>c) Must be paid for by the state.</li> </ol> </li> <li>2) Computer Adaptive Formative Assessment. <ol style="list-style-type: none"> <li>a) Include both growth and status with teachers held responsible for the growth of the child, not status.</li> <li>b) Adaptive is non-negotiable (personalized to the child).</li> <li>c) Address technology needs of LEAs.</li> <li>d) Promote communication about individual student achievement with their parents.</li> </ol> </li> <li>3) Work to refine the accountability system to one system that meets both federal and state requirements.</li> <li>4) Provide leadership and LEA support for collecting, maintaining, reviewing, monitoring, reporting and using longitudinal data for P-20 that informs classroom teachers, administrative leadership and parents.</li> <li>5) Promote increased communication between parents, community leaders, government leaders, postsecondary institutions and industry leaders regarding college and career readiness of students.</li> </ol>   |



# Progress on Long Term Strategic Plan

| In Process<br>Initiated   | Definition  | Establish measurement of<br>progress  | Intermediate Goals   | Key Activities   |
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# Work Currently in Progress

- ▶ Utah Core Standards Upgrade
    - Math
    - English/Language Arts
    - Early Childhood
    - Social Studies
  - ▶ Computer Adaptive Assessment
    - Our Test of Our Standards
  - ▶ New Educator Evaluation System
  - ▶ Grading Schools
  - ▶ New Graduation Requirements Recommendations
  - ▶ Technology Highway Requirements and Rubrics
    - One to One initiative
  - ▶ Improving Communications with Public
- 

# Discussed Goals for 2013–14

- ▶ **Prioritized Items – not in priority order**
- ▶ **One-to-One Device**
  - **Menu of Options**
    - Targeted Professional Development
    - Individualized (school/district) plans
      - Require a match (skin in the game) – may be in-kind
    - Targeted Technology Integration
      - Middle school math
      - Early intervention
      - High school math remediation
- ▶ **Early Intervention**
  - Pre-school as appropriate
  - More time/resources for lowest performing students
- ▶ **Targeted Statewide Professional Development**
  - **Principals**
    - Teacher evaluations
    - Leadership for optimal student achievement
  - **Content Directed**
    - Middle level math
    - Early grades reading
- ▶ **School Counselors**
  - Counselors as specialists – STEM
  - Counselors working directly with students

## OTHER POSSIBLE INITIATIVES

Protection of Student Data

(amend) (SB 82 – 2013)

53A–1–413 (student data backpack)

53A–3–602.5 and 53A–8a–410

(release of data by class)

# Resource Needs to Achieve Goals – 5–7 Year Budget

## ▶ 90% Proficiency in Reading

- Professional Development for School Leaders
  - 600 Elementary School Principals @ \$3,000 = \$1,800,000
- Targeted Professional Development for Teachers
  - 7,000 K–3 Teachers @ \$2,000 = \$14,000,000
- Collaboration Time for Teachers
  - 7,000 K–3 Teachers @ 4 days @ \$250 per day = \$7,000,000
- Smaller Classes
  - 50,000 students @ 23 per class = 2,174 Teachers
  - 50,000 Students @ 20 per class = 2,500 Teachers
  - 326 new teachers @ \$70,000 = \$22,820,000 per grade
- Targeted Interventions for Non-Proficient Students
  - Extended Time
    - Optional K for All – 900 new classes – \$63,000,000 for 900 Teachers
    - 4 week ½ day summer school – 40,000 students = 2,000 teachers @ 20 hours @ \$35 = \$1,400,000
  - Tutoring (one on one) – 4 hours in 8,000 classrooms @ \$15.00 = \$480,000
  - Technology – Currently Available in Many Classrooms – Early Intervention Software



## Resource Needs to Achieve Goals – 5–7 Year Budget

- ▶ 90% Proficiency in Math
  - Professional Development for Middle Level Math Teachers
    - 3,000 Teachers @ \$2,000 = \$6,000,000
    - Math Remediation for Non-Proficient Students
      - 4 week ½ day summer school – 80,000 students = 4,000 teachers @ 20 hours @ \$35 = \$2,800,000
    - STEM Legislation Software now Available \$7,000,000

## Resource Needs to Achieve Goals – 5–7 Year Budget

### ▶ 90% Graduation Rate

- 10,000 Potential Dropouts per Grade (25% of 40,000)
- 90% Graduation = 4,000 Dropouts Annually
- School Counselors
  - 1:350 Ratio – 40 additional @ \$80,000 = \$3,200,000
  - 1:300 Ratio – 144 additional @ \$80,000 = \$11,520,000
- Trackers – 40,000 Potential Dropouts – 9–12
  - 1:250 Ratio – 160 Trackers @ \$25,000 = \$4,000,000

# Resource Needs to Achieve Goals – 5–7 Year Budget

## ▶ Other State Board Goals

- One-to-one Device
  - 600,000 students – 6yr replacement – 100,000 devices @ \$500 = \$50,000,000 (BYOD also Possible)
- Targeted Early Intervention – \$10,000,000 – Osmond Bill
- Professional Development – Within other goals
- School Counselors – within other goals
- School Safety –
  
- Note: The State Board has consistently had an expectation that the full funding for enrollment growth and increasing the value of the WPU at a rate to cover increases in fixed cost will occur.

# What we need:

- ▶ See Public Education as an investment in our future
- ▶ Civilize the dialogue
- ▶ Recognize that major changes are currently occurring
- ▶ While acknowledging that constant improvement is necessary, recognize excellence within the current system
- ▶ Create relationships of collaboration
- ▶ Keep the Promises as parents, community members

